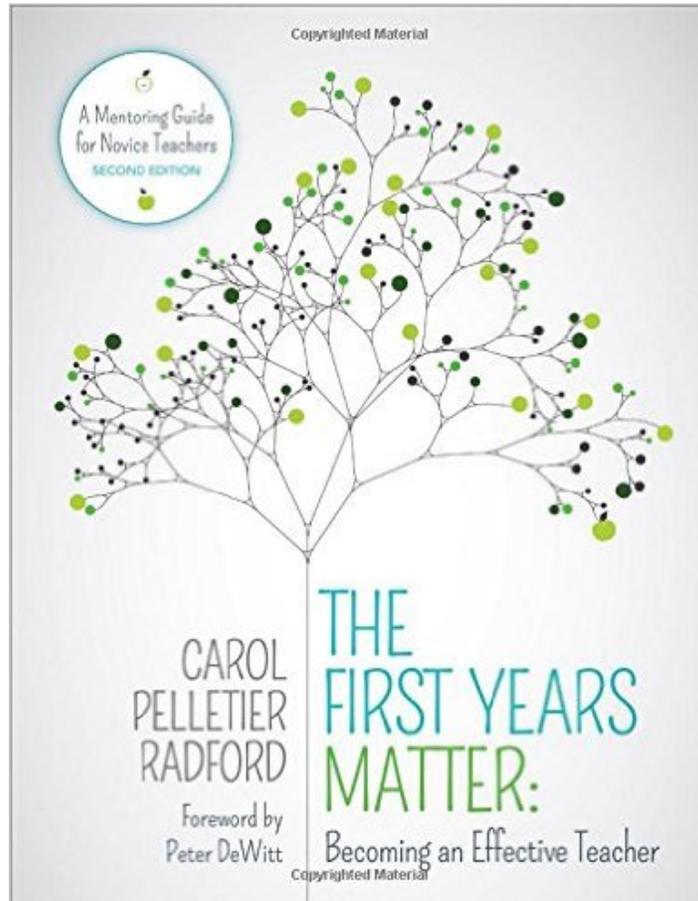


Online Professional Learning

This e-guide provides online support to novice teachers who are using *The First Years Matter: Becoming an Effective Teacher* 2nd edition (Corwin Press).



Completing all activities in this e-guide is equivalent to 10 hours of self-mentoring.



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Learning Topics Overview

Directions: Review all six lessons in this .pdf e-guide to become familiar with the content and recommended timeframe for completing each lesson. This online learning program is equivalent to 10 hours of reflection. An online journal for this e-Guide is provided in Lesson 1 so you can document your thinking and write your reflections for each lesson. Email your completed reflections to your mentor as you complete each lesson. If you do not have a mentor and are using this book as “self-reflection” to improve your teaching practices, keep your reflections in a journal or in a folder on your desktop.

Lesson 1: The First Years Matter (1 hour)

- Foreword by Peter DeWitt
- Preface: What’s new in the 2nd edition?
- Acknowledgements
- Meet the Author
- Welcome to The First Years Matter!

Lesson 2: Beginning Your Journey Into Teaching (2.5 hours)

- The Purpose of Induction and Mentoring
- Sustainable Mentoring
- What is Mentoring in Action?
- Building a Relationship with Your Mentor
- Purposeful Mentoring Conversations

Lesson 3: Month-by-Month Mentoring: Being Mentored in Action (2.0 hours)

- Why Do We Need a Mentoring Curriculum?
- A Month-By-Month Cycle for Mentoring
- The Transformation of a Teacher

Lesson 4: Getting Started: Your Role in Being Mentored in Action (2.0 hours)

- August Chapter
- PLAN-CONNECT-ACT

Lesson 5: The Importance of Reflection (1 hour)

- Documenting Monthly Thoughts
- Exploring Teaching Dilemmas
- Setting Purposeful Goals

Lesson 6: Teacher Leadership in Action (1.5 hours)

- How will I use what I learned to transform my teaching?
- How can I become a teacher leader?
- Sharing and Collaborating with Your Mentor and/or Other Novice Teachers
- How do I receive my certificate of completion?



Lesson 1

The First Years Matter

(1 hour)

Links:

[Introduction Video](#)

[Video 0.1: Using the First Years Matter](#)

[Video 0.2: Teachers Make a Difference](#)

[FYM e-Guide Reflection Journal](#)

Introduction: This guide provides you with 6 Lessons that include a variety of short assignments to introduce you to *The First Years Matter* book. If you are a first year teacher, use this guide with your mentor to prepare yourself for your mentoring conversations. If you are using this book on your own as an independent activity you may set your own reading goals. If you have already taught for at least one year and are using this curriculum to enhance your teaching practice you may consider using the Group Mentoring Agenda on page 13.

Directions: Download your FYM Journal and complete your reflections in this word document journal. Save the journal to your desktop. If you have been assigned to a formal mentor, email the completed reflections to your mentor as you complete each lesson.

Assignments for Lesson 1:

- WATCH the Introduction video and READ About the Author (page xxi)
- SKIM *The First Years Matter* Table of Contents
- READ the Foreword and highlight key phrases that stand out (page xv)
- READ the Preface and WATCH video 0.1 (page xvii)
- READ the Acknowledgements and WATCH video 0.2 (page xix)
- READ Welcome to *The First Years Matter* and highlight key points (page 1)

REFLECT

Open your FYM e-Guide Reflection Journal. Type your responses to the reflection questions for lesson 1 using complete sentences and proper grammar and save them. If you have an assigned mentor, email your lesson 1 journal reflections to your mentor.



Lesson 2

Beginning Your Journey Into Teaching (2.5 hours)

Links:

[FYM Color Coding to Align to Standards](#)

[Video 1.1: Managing Stress to Promote Well Being](#)

[Video 1.2: Managing Your Stress: Take a Break](#)

Overview: This lesson provides you with an overview of induction and mentoring. As you read the pages in Part 1 of *The First Years Matter* book and watch the videos, take notes and highlight the key ideas that are important to you.

Directions: Check off assignments as you complete them.

Assignments for Lesson 2:

- READ pages 3-8 and Figures 1, 2, 3 and 4.
- REVIEW Evaluation Alignment page 6 and the FYM Color Coding link to see how to align the book to standards.
- READ pages 9-11 and COMPLETE Figure 5 (optional)
- WATCH videos 1.1 *Managing Your Stress to Promote Well Being* and 1.2 *Managing Your Stress: Take a Break* to learn strategies to support yourself (Page 11)
- READ pages 12-16 and REVIEW Figures 8 and 9.
- COMPLETE Listening Process (page 10) (also on Corwin website)
- COMPLETE the Board of Mentors Process (page 12) (also on Corwin website)

REFLECT

Open your FYM e-Guide Reflection Journal. Type your responses to the reflection questions for lesson 2 using complete sentences and proper grammar and save them. If you have an assigned mentor, email your lesson 2 journal reflections to your mentor.



Lesson 3

Month-by-Month Mentoring: Being Mentored in Action (2.0 hours)

LINKS:

[Video 2.2: Transformation](#)

[Video 2.3: August Chapter Introduction](#)

Overview: This lesson provides you with an overview of why we need a curriculum and how to use it effectively. As you read the pages in Part 2 of the book and watch the videos, take notes and highlight the key ideas that are important to you.

Directions: Check off assignments as you complete them.

Assignments for Lesson 3:

- READ** pages 17- 20 and **REVIEW** the Figures.
- WATCH** video 2.2 *The Transformation of a Teacher* (page 20)
- WATCH** the video 2.3 *Introduction to the August Chapter* (page 24)
- SKIM** Table of Contents reviewing ACTs topics for the year and check off any topics that you find useful.

REFLECT

Open your FYM e-Guide Reflection Journal. Type your responses to the reflection questions for lesson 3 using complete sentences and proper grammar and save them. If you have an assigned mentor, email your lesson 3 journal reflections to your mentor.



Lesson 4

Getting Started: Your Role in Being Mentored in Action (2.0 hours)

Links:

[Video 2.4: Creating a Survival Packet](#)

Overview: Being mindful and reflecting with a purpose will help you to meet your needs so you can differentiate your teaching to help your students learn more easily. Having a focus allows you to pay attention to what you need to do next. Teaching can be overwhelming and you can't do everything at once. So focus your attention to what is most useful to you. This curriculum offers you many choices and options. If you are collaborating with a mentor she may also suggest some topics for you to consider.

Directions: Check off assignments as you complete them.

Assignments for Lesson 4:

- REVIEW** the August Chapter pages 22-43.
- READ** carefully pages 22-24.
- WRITE** in your journal page 25 or use the companion website page
- REVIEW** the Questions on page 26 and check the ones that apply to you. If you are working with a mentor ask her those questions. If you are completing this e-Guide independently, write responses in your journal or ask another teacher at the school.
- WATCH** video 2.4 *Creating a Survival Packet* (page 36).
- PLAN** meetings or times you will reflect and schedule on your calendar on page 27 so you will be sure to do it.
- READ CONNECT** page and explore companion website resources (page 28)
- COMPLETE** The First ACT and use this as a guide to what you need to focus on this month. Select the ACTs that are most meaningful and discuss with your mentor, a small group of novice teachers, or self-reflect.

REFLECT

Open your FYM e-Guide Reflection Journal. Type your responses to the reflection questions for lesson 4 using complete sentences and proper grammar and save them. If you have an assigned mentor, email your lesson 4 journal reflections to your mentor.



Lesson 5

The Importance of Reflection (1 hour)

Links:

[Video 2.5: Design Alliance](#)

[Novice Teacher Journal \(Corwin\)](#)

Overview: *The First Years Matter* is a curriculum that encourages systematic reflection. Learning how to reflect will help you observe your teaching practices and improve in ways that will help students learn. Being a “mindful” teacher means you will pay attention to what you are doing and how it impacts students. Then you can be more intentional in how you will present the content you are teaching and how you will engage students in learning. The Novice Teacher Journal on the companion website is available for you to keep notes throughout the year. These reflections serve as reminders to what you are thinking about and they also document your learning all year.

Directions: Check off assignments as you complete them.

Assignments for Lesson 5:

- WATCH** video 2.5 *Design Alliance* in August Chapter (page 37).
- SKIM** the Reflect pages with the speech clouds at the end of each month’s chapter and note the reflective questions for the month.
- REVIEW** the Teaching Dilemmas at the end of each chapter and notice the topics for each dilemma. Tag any that you may want to do.
- SKIM** the SET GOALS pages at the end of each chapter
- REVIEW** the Novice Teacher Journal via the link in this lesson. This journal is available on the companion website. Bookmark it for easy access. You may choose to use this journal to reflect all year.
- COMPLETE** the August REFLECT page 41 and SET GOALS on 43 in your book or using the companion website documents. The speech cloud reflections .pdf copies are located in the Novice Teacher Journal word document on the Corwin companion website.

REFLECT

Open your FYM e-Guide Reflection Journal. Type your responses to the reflection questions for lesson 5 using complete sentences and proper grammar and save them. If you have an assigned mentor, email your lesson 5 journal reflections to your mentor.



Lesson 6

Teacher Leadership in Action (1.5 hours)

Links:

[Video 2.9: Reactions to the Student Survey](#)

[Video 2.10: Using a Seven Step Protocol](#)

[Group Mentoring: Problems to Possibilities](#)

[Sharing Best Practices: Emerging Teacher Leaders](#)

[Video 2.22: Mindful Mentoring Retreat](#)

[Certificate of Completion](#)

Overview: Teachers are leaders. Even if you are in your first year of teaching you are modeling leadership for your students. You lead from your classroom by demonstrating effective teaching practices and celebrating successes with your students. Students are your best indicators of how well you are doing. Your influence on their learning is measured in many ways, however the most important one is the relationship you build with your students.

You are also a leader with your own colleagues at the school. By sharing best practices and being willing to “step up” and lead small groups you are also demonstrating your willingness to serve and share.

Embrace leadership by acknowledging the leadership qualities you bring to teaching.

Directions: Check off assignments as you complete them.

Assignments for Lesson 6:

- SKIM October Chapter (pages 66-87). Tag pages you see as useful.
- WATCH videos 2.9 *Reactions to the Student Survey* and 2.10 *Using a Seven Step Protocol...* to learn how student surveys can help you be a leader of your own teaching practices (page 81).
- REVIEW page 13 Group Mentoring Agenda and organize a sharing meeting within your school or district. (optional)
- WATCH the video *Group Mentoring: Problems to Possibilities* and observe a novice teacher leader in action.
- WATCH Sharing Best Practices video and see how one novice teacher organized the group to align to teaching standards.
- COMPLETE ACT 3 on page 33 to acknowledge your strengths.
- WATCH video 2.22 *Mindful Mentoring Retreat* (page 260) to see how mentors and novice teachers share ideas.
- PRINT the Certificate of Completion for 10 self-reflection hours.

Congratulations! You have officially completed 10 hours of self- reflection and have learned how to use *The First Years Matter* book!